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the fatal insanity of piety. But Mme. Swetchine was, after all, herself, and the juxtaposition of her chapel and her drawing-room symbolizes very well the constitution of her mind. She had practically reconciled the two spheres of our thought,—the natural and the supernatural,—and she made them play into each other's hands. She was a most efficient link between the Church and the world.

Of her literary character there is not a great deal to be said. She writes well, often with eloquence, and always with subtilty and neatness ; but the general public need feel under no obligation to assist M. de Falloux and her friends in making her an author in spite of herself. Of the many volumes from her pen which have been given to the world, the first alone (her letters with M. de Falloux's connecting narrative) will repay the perusal of any but the really curious reader. Women of grosser spiritual texture and of a life less harmoniously balanced have written much better. Mme. Swetchine will linger in the memory chiefly as a person of an exquisite temper and of rich moral endowments. She will serve as an example of the large capacities of this poor human nature which she wished to hide from sight in the divine.

9.—*Tenth Annual Report of the Columbia Institution for the Deaf and Dumb, for the Year ending June 30, 1867.* Washington, D. C. 1867. pp. 58.

THE particular value of this Report over those which have preceded it from the Government School for Deaf Mutes in Washington is due to the account which it contains of the European schools of the same class. Mr. Edward Gallaudet, a son of the founder of the first permanent deaf-mute school in America, is the President of the Columbia Institution, and has visited during the past year upwards of forty of the European schools, including the oldest and best known establishments in all parts of Europe, for the especial purpose of learning by actual inspection what place is assigned to articulation in the method of teaching there. As the general result of this inspection, Mr. Gallaudet says :—

“ In the somewhat extended examinations of the leading deaf-mute schools of Europe, no one point has produced a deeper impression upon my mind than the extent to which the teaching of articulation has been introduced into localities where it was formerly denied admission. The institutions of France, Belgium, Italy, Russia, Sweden, and Denmark, originally pursuing the natural method” (meaning the method of signs), “ now cultivate articulation vigorously and effectively.”—p. 50.

This statement is made with little or no reference to the schools of England and Ireland, some of which employ articulation as a means of instruction, but which do not seem to have participated in the general improvement of methods of instruction noticed in the Continental schools. Descending to particulars in regard to the latter, we learn that the Imperial Institutions of France (at Paris and Bordeaux) have not only adopted the teaching of articulation, but have made good progress in it. Mr. Gallaudet saw at Paris the exercises of a large class of articulating pupils under Professor Vaisse, who in this country is exclusively known as a teacher of the sign language, but who seems to have taken up the other method with some enthusiasm, though not to the exclusion of signs, by any means. In the Paris Institution, says Mr. Gallaudet, —

“Instruction in artificial speech is now given at stated hours daily by a majority of the instructors in the Institution. All new pupils are required to engage in these oral exercises for a sufficient time to determine the degree of success they are likely to achieve. After a trial of two years, further effort ceases with those who fail to attain to a certain standard of fluency, but with the remainder articulation is made a regular pursuit during the entire term of study. . . . I cannot better give you an idea of the thoroughness and success attending the teaching of articulation in this Institution than by detailing what I witnessed in a class of thirty boys, taught by Professor Vaisse himself.

“Standing before them with his hands folded behind his back, relying wholly on his vocal organs as a means of communicating what he wished to say to his pupils, he repeated slowly and distinctly sentences of moderate length. Single pupils were then required to come forward and write what had been spoken by the instructor. . . . Every pupil of the class was called on to participate in this exercise. Some naturally showed greater quickness than others, but it was plainly evident that all had acquired the art of reading from the lips, and of oral speech, to a degree which would greatly facilitate their intercourse with hearing and speaking persons. The majority of these boys had once heard, but several were to-to-congenitally deaf. With many of them I conversed orally and succeeded in making them comprehend me.” — pp. 28, 29.

At the great Russian school in St. Petersburg a like change has been made within a few years, the language of signs being no longer exclusively used, but being combined with oral language in the instruction of nearly one half the pupils. Mr. Gallaudet says of this school : —

“In articulation I was accorded an opportunity of testing the vocal powers of more than sixty boys, beginning with the youngest pupil, and proceeding in regular order up to pupils of four and five years’ standing. Of all these pupils there was not one who did not succeed in uttering articulate sounds, or who failed to imitate, more or less perfectly, the expressions given him by the director.” — p. 40.

At Copenhagen a still closer combination of the two modes of teaching has been made, where formerly the sign language was exclusively employed. It seems that the Royal Institution of Denmark is now in charge of a teacher named Hansen, who is an enthusiast for articulation, although he uses principally the sign language in his school. But he consents to the transfer from his classes, to a private school of articulation taught by Mr. Keller, of such pupils as show a special capacity for acquiring oral language; and these two schools, formerly rivals, now emulate each other only in seeking to advance the instruction of the deaf-mute children of Denmark. The Report goes on to say:—

“All deaf mutes seeking the bounty of the government for their education go first to the Royal Institution. After remaining there about one month, a commission, consisting of the directors of both schools, with the Cabinet Secretary, under whose control all the state institutions of benevolence are placed, examine the mutes thus admitted to the Royal Institution, transferring all who are found to hear a little or speak a little, or who show any special facility in acquiring artificial speech, to Mr. Keller's school, authorizing the payment to him of the same amount per annum, per capita, as is allowed to the Royal Institution. All pupils not falling under the above-named conditions are retained in the Royal Institution. The relations between the directors of the two institutions are entirely friendly, and so far as I could judge, in both establishments, actual, effective labor was carried on for the benefit of the deaf and dumb.” p. 42.

This combination of the two systems (though, perhaps, not in the proportions existing in the two Danish schools) is strongly favored by Mr. Gallaudet, who lays before the directors of his institution the following definite recommendations in regard to the primary education of the deaf and dumb:—

“1st. That instruction in artificial speech and lip reading be entered upon at as early a day as possible; that all pupils in our primary department be afforded opportunities of engaging in this, until it plainly appears that success is unlikely to crown their efforts; that with those who evince facility in oral exercises, instruction shall be continued during their entire residence in the institution. 2d. That in order to afford time for this new branch, . . . the term of study in the primary department be extended to nine years, and the age of admission be fixed at eight years, instead of ten, as heretofore.” p. 54.

It is manifest that the tendency of deaf-mute instruction in the United States is towards the method here recommended, while, in some particulars, we are going still further. The age of admission for pupils in New York is at present only six years, and in the Massachusetts school at Northampton (The Clarke Institution), it is fixed at five years. In this school, too, as well as in an English-speaking German

school in the city of New York, articulation is at present the exclusive method of teaching. In several of the larger American schools the attempt will be made to combine the use of oral language with that of signs, to a much greater extent than has hitherto been done. At the New York Institution this experiment has already begun, and there is a good prospect for introducing it even at Hartford.

In directing attention, as we did a year ago, to the history and success of the method of articulation, we desired chiefly to see justice done to a branch of deaf-mute instruction much neglected in America. We did not suppose that the sign language could be dispensed with, but hoped that its use could be brought within the proper limits. Among the influences which have operated during the past twelve months to bring about this desired result, the tour of Mr. Gallaudet, and this Report, in which it is described, have been as important as any. The position and the well-known predilections of this gentleman, his candor and abilities, and the zeal with which he pursued inquiries that resulted so differently from what he probably expected, all combine to give weight to what he has written. His Report cannot be considered as exhausting the subject; indeed, it does little more than furnish notes for a more extended investigation; but, so far as it goes, it deserves warm praise. The combined method of instruction which it advocates, when fully developed by long and impartial trial, we have no doubt will be found the best for the children who are to be taught. Further experience will probably convince Mr. Gallaudet that oral language has a greater value than even he assigns to it; while those who denounce the sign language will learn that it has its uses as well as its abuses, and that it cannot be dispensed with in the education of a large proportion of deaf-mutes.

It may be observed, in passing, that most of the Reports of deaf-mute schools in the United States for the past year discuss this question, and that the First Report of the Clarke Institution (annexed to the Report of the Massachusetts Board of Education) gives an interesting history of that establishment.

10. — *A Grammar of the English Language.* By SAMUEL S. GREENE, A. M. Philadelphia: Cowperthwait & Co. 1867.

THOUGH there has been a great advance in philological learning during the present century, our grammars still follow in the beaten track of Lindley Murray, differing only in the mode of treating the subject, and perhaps in accuracy and fulness of detail. They are only different patterns out of the same material, seeking, through some